

# WELCOME TO TODAY'S SUPPORTIVE SCHOOL DISCIPLINE WEBINAR SERIES EVENT!

## **MAKING THE CASE FOR POSITIVE APPROACHES TO DISCIPLINE**

This event will start at 11:00 a.m. E.T.

## Q&A

If you have a question for the presenters, please type it in the Q&A Pod or email [ncssle@air.org](mailto:ncssle@air.org) during the Webinar.

## Feedback Form

At the end of the presentation, an event feedback form will appear. Please provide feedback on this event so that we can better provide the resources that you need. All answers are *completely anonymous* and are not visible to other participants.

For assistance during the Webinar, please contact the National Center on Safe Supportive Learning Environments at [ncssle@air.org](mailto:ncssle@air.org).

# Federal Partners Welcome



Linda Rosen

Member, Supportive School Discipline Working Group

State Representative, U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention

# SSD Webinar Series

- Increase awareness and understanding of school disciplinary practices that push youth out of school and many times into the justice system.
- Provide practical examples of alternative approaches that maintain school safety while ensuring academic engagement and success for all students.

# Center Partners



OJJDP State Training and  
Technical Assistance Center

OJJDP's State Training and Technical  
Assistance Center

[www.juvenilejustice-tta.org](http://www.juvenilejustice-tta.org)



ED's Supportive School Discipline Communities  
of Practice

<http://ssdcop.neglected-delinquent.org>



ED and SAMHSA's National Center on Safe  
Supportive Learning Environments

<http://safesupportivelearning.ed.gov>

# POLLING QUESTION #1

- Which of the following best describes your role?
  - School/district administrator
  - School/student support staff
  - Teacher
  - School resource officer
  - Probation/parole officers
  - Law enforcement
  - Judge or court administrator
  - Family member
  - Youth
  - Community stakeholders

# POLLING QUESTION #2

- Which of the following best describes the primary reason you chose to participate in today's session?
  - Need a refresher
  - Hear the latest research
  - Hear examples of how other communities are taking positive approaches to discipline

# Agenda

**1**

## School Discipline at a Crossroads: Issues of Effectiveness and Equity

Russell Skiba, Ph.D.

**2**

## When Did Making Adults Mad Become a Crime?

Honorable Steven C. Teske

**3**

## Suspend Kids to School Grant Program, Waco ISD1

John E. Hudson

# SCHOOL DISCIPLINE AT A CROSSROADS: ISSUES OF EFFECTIVENESS AND EQUITY



Russell Skiba, Ph.D.  
Director, Equity Project  
at Indiana University

# School Safety and School Climate: Two Core Values

- The need to keep schools and communities safe
- The need to maximize educational opportunity

# The Roots of “Zero Tolerance”

- Earliest usage: 1983 Norfolk submarine incident
- Established in late 80’s drug enforcement
- Picked up in schools: 1989-1990
- Gun Free Schools Act becomes law: 1994

# Selected School Events Leading to Suspension or Expulsion as Reported in U.S. National News

Location & Date	Description of Incident	Outcome
Atlanta, GA September, 2000	11 year old Ashley Smith was found with a 10 inch novelty chain attaching her Tweety Bird wallet to her key ring.	Suspended for two weeks for violating school's weapon policy classifying a chain as a weapon, in the same category as pellet guns, ice picks, and swords.
Hurst, TX March, 2002	16 year old boy found with bread knife in back of truck after helping Grandmother move the previous weekend.	Expelled for one year to county Juvenile Justice Alternative Education Program.
Columbus, GA May, 2005	17 year old talking with his mother in Iraq for the first time in a month refused to turn it off and hand it over to a teacher.	Suspended for 10 days for violation of school cell phone policy and "defiance."

## Unintended Consequences: Has Zero Tolerance Increased Suspension/Expulsion?

- Rate of suspensions and expulsions has doubled since the 1970's.
- Dramatic increases in some districts:
  - Chicago expulsions prior to zero tolerance 1995-96: 81
  - Three years later, after Zero Tolerance: 1000

# A National Investigation into Zero Tolerance

- 2005: American Psychological Association commissioned Zero Tolerance Task Force to:
  - Examine development and implementation of zero tolerance policies
  - Provide recommendations for implementing policies “in ways to benefit children as opposed to inflicting damage upon them”
- August 2006: Report released
- January 2008: Published in *American Psychologist*

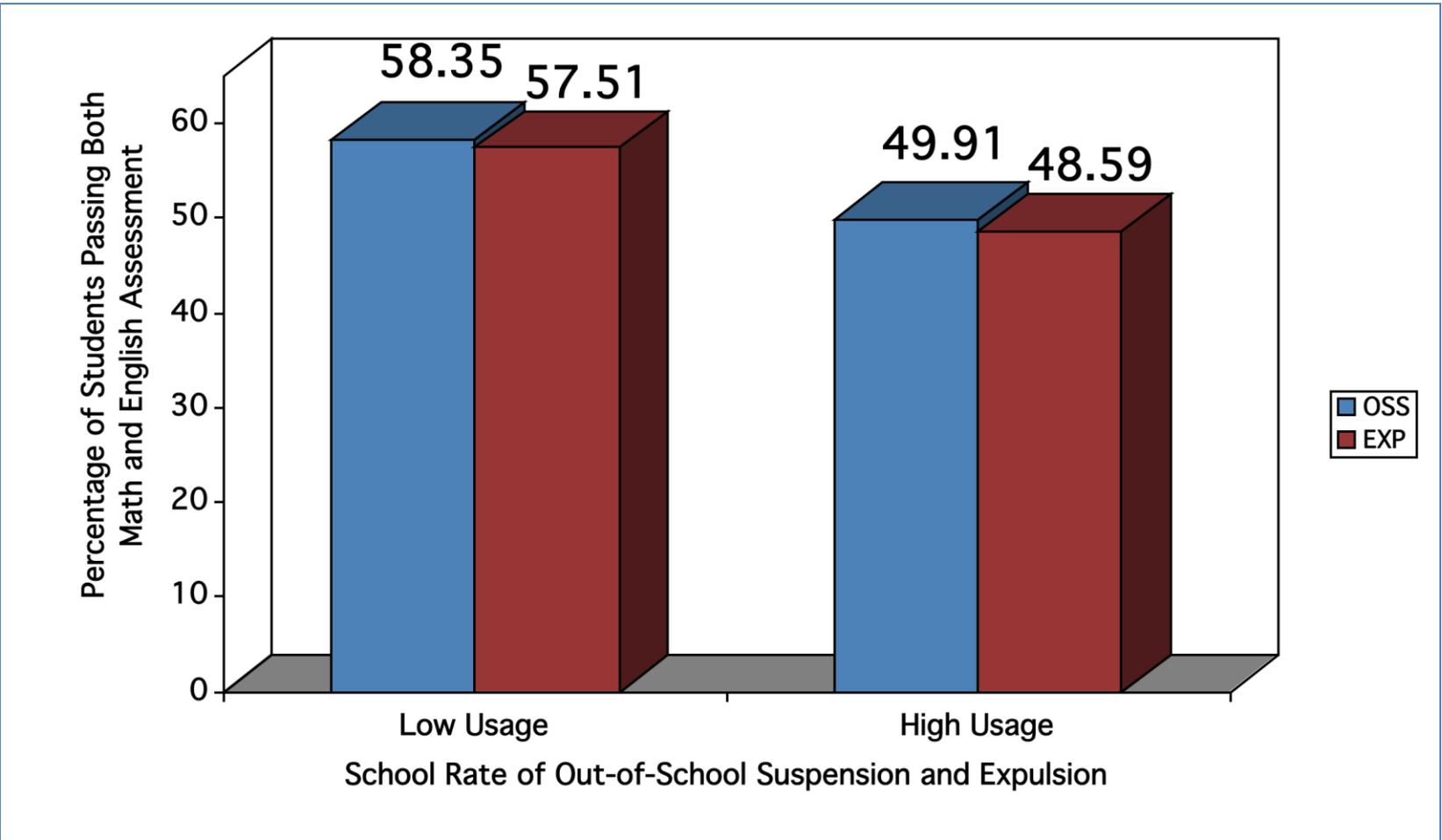
# Question 1: Have Zero Tolerance Policies Made Schools Safer and More Effective?

- **Assumption: By mandating punishment for certain offenses, Zero Tolerance increases consistency of discipline, sends clear disciplinary message.**
  - Rates vary dramatically across schools & districts.
  - Rates due as much to variations in schools and principals as students.

# Question 1: Safer and More Effective?

- **Assumption: Removal of students who violate rules creates more conducive learning climate for the rest.**
  - More removal = Less satisfactory climate and school governance
  - Emerging evidence of negative correlation between suspension and achievement

# Percent Passing State Test by School Disciplinary Use (Adjusted for Demographic and Economic Indicators)



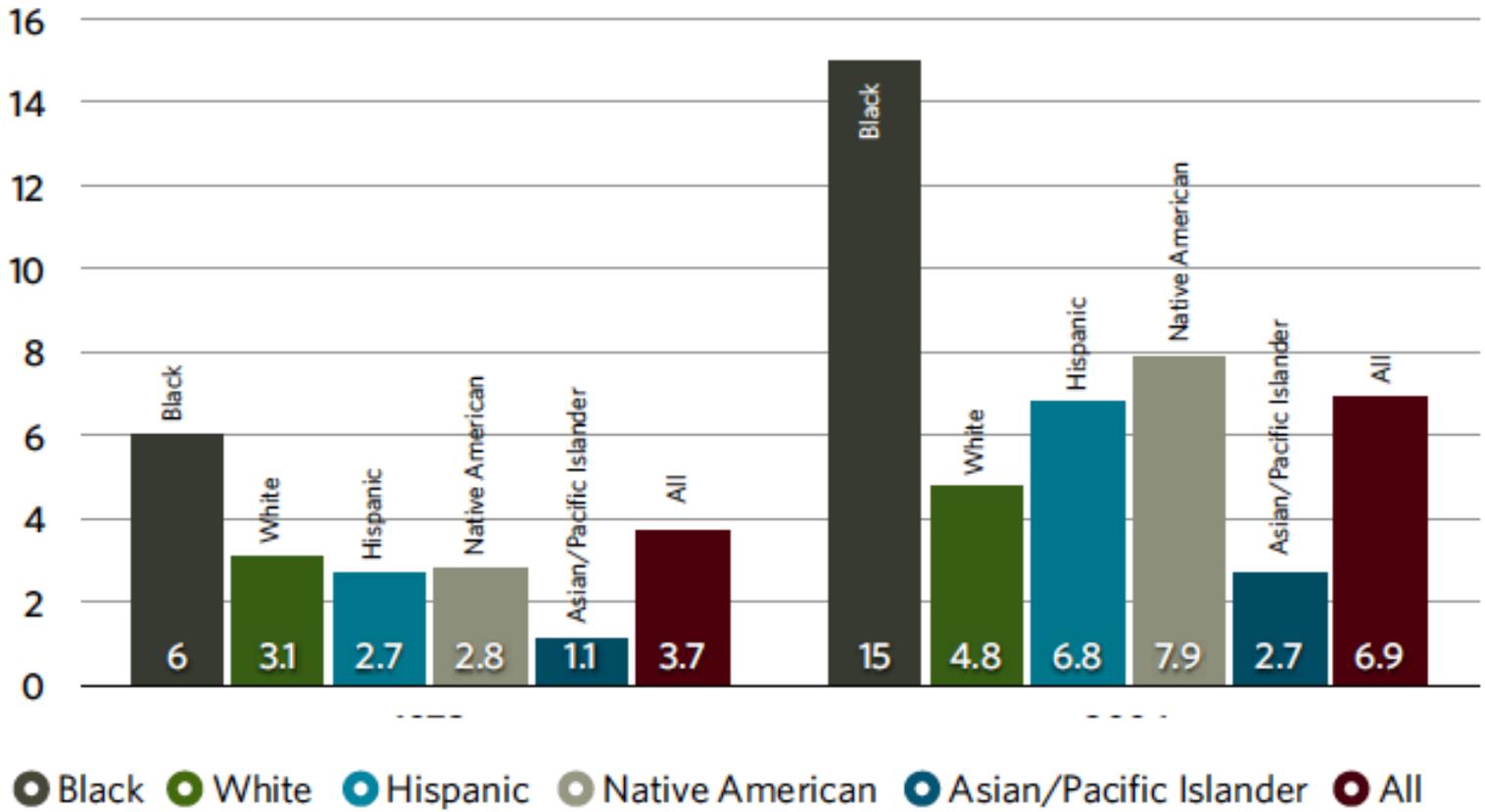
# Question 1: Safer and More Effective?

- **Assumption: Swift and certain punishments of ZT have deterrent effect, improving student behavior and discipline.**
  - Predicts higher future rates of misbehavior & discipline.
  - Long term relationship with dropout, failure to graduate on time.

## Question 2: What Has Been the Impact of Zero Tolerance on Students of Color?

- **Assumption: By removing subjective, contextual factors, will be more fair to all students.**
  - CRDC (2012): Black students were suspended 3.5x as frequently.
  - Also disproportionality in:
    - Office referrals
    - Corporal Punishment
    - Arrests

**FIGURE 1** Increasing Risk For Suspension by Race 1973, 2006



# Alternative Explanations of Disciplinary Disproportionality

- Disproportionality is related to poverty.
  - Poverty and disproportionality correlate, but...
  - Effects of race remain after control
- Do black students misbehave more?
  - No supporting evidence
  - Appear to be treated more severely for same offenses

# What Behaviors are Students Referred For? By Race

*Of 32 infractions, only 8 significant differences:*

- White students referred more for:
  - Smoking
  - Vandalism
  - Leaving w/o permission
  - Obscene Language
- Black students referred more for:
  - Disrespect
  - Excessive Noise
  - Threat
  - Loitering

# What Does Predict Racial Disparity in Discipline?

- Racial composition
  - Higher proportion of students of color = more punishment
- Extent of staff diversity
  - More teachers of color = lower suspension rates
  - Doesn't hold for administrators
- Classroom management
- School climate
- Systemic variables *more* important than behavioral or student characteristics

## Question 3: To What Extent Are Zero Tolerance Policies Developmentally Appropriate?

- Prior to age 15, immaturity in:
  - Poor resistance to peer influence
  - Attitudes toward and perception of risk
  - Future orientation
  - Impulse Control
- Developmental neuroscience: Brain Immaturity
- Zero Tolerance: Not well-suited to adolescent development

## Question 4: Has Zero Tolerance Affected the Relationship between Education and the Juvenile Justice System?

- Zero Tolerance may have increased reliance on:
  - School security measures: No data on efficacy; and
  - Use of profiling: No evidence that profiles can be constructed.
- Zero Tolerance has increased referrals to juvenile justice system.

# Support for the School-to-Prison Pipeline Model

- Conceptual:
  - School alienation → risk for delinquency
- Empirical evidence:
  - Disparities in suspension predict disparities in arrest (Nicholson-Crotty et al, 2009).
  - Suspension predicts increased likelihood of juvenile justice contact (Council for State Govts., 2011).

# Question 5: What Has Been The Impact of Zero Tolerance Policies on Students, Families And Communities?

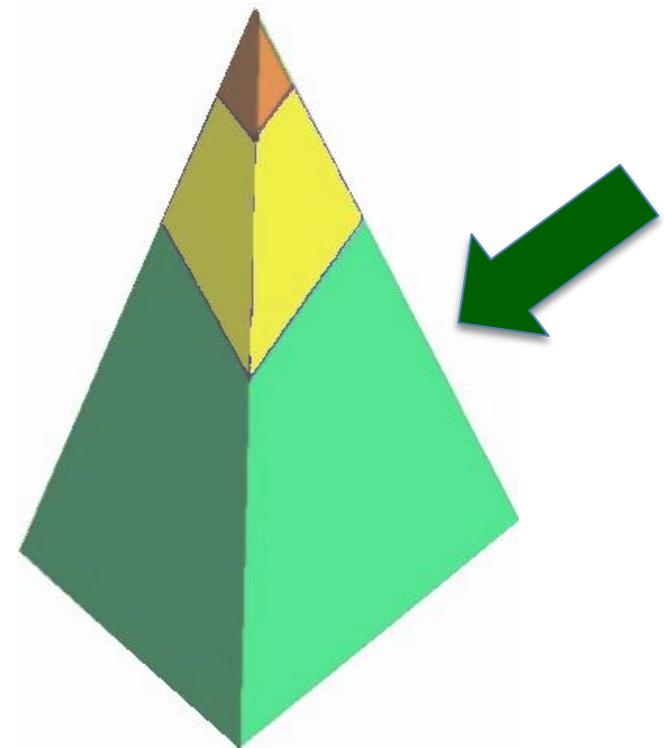
- Effects of punitive approach for students
  - May create decrease in school belongingness (e.g. Hawkins et al)
  - Fails to address root problems (isolation, family stress)
- Relative costs of education vs. incarceration
  - Texas: Education – \$7000/yr vs. Incarceration – \$40,000/year
  - AFT: Alternative school (\$1750/yr) saves \$18,000/yr

# Two Discourses on School Safety

- Traditional understanding
  - Purpose: Protection from perpetrators (Student)
  - Methods: Exclusion, law enforcement, security
  - Assessment strategy: Serious safety threatening incidents, crime and victimization
- Emerging understanding
  - Purpose: Teach civility and interaction (School)
  - Methods: Preventive measures, 3-tiered model
  - Assessment strategy: Broader measures of climate and connectedness

# Question 6: Are There Alternatives to Zero Tolerance?

- **Creating the Climate**
  - Bullying Prevention
  - Conflict Resolution/Life Skills
  - Classroom Management



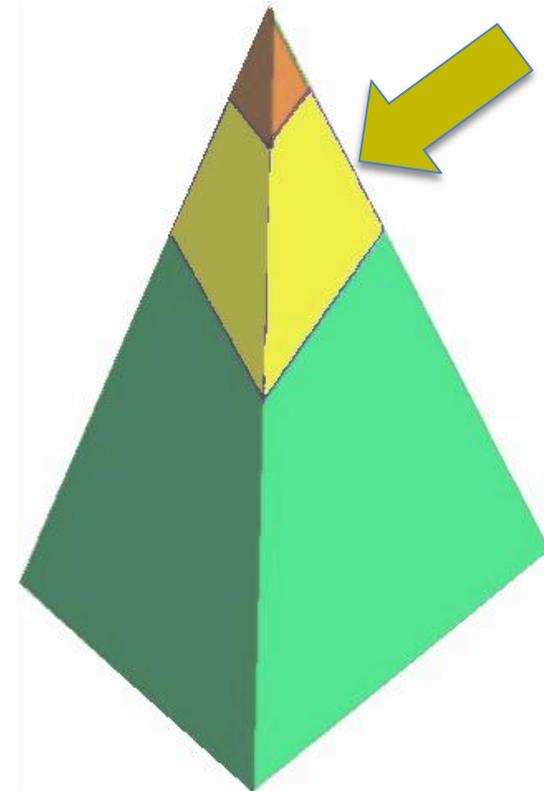
# Clarify Expectations and Improve Training

*“Once you send a child to the office as a classroom teacher you give up a part of your control over that child....*

*As a school we’ve come to realize that it’s a lot better to handle the discipline within the team of teachers because that sends a message to the student that the team has control.”*

# Are There Alternatives to Disciplinary Removal?

- **Creating the Climate**
  - Bullying Prevention
  - Conflict Resolution/Life Skills
  - Classroom Management
- **Early Identification/Intervention**
  - Check and Connect
  - Mentoring, Anger Management

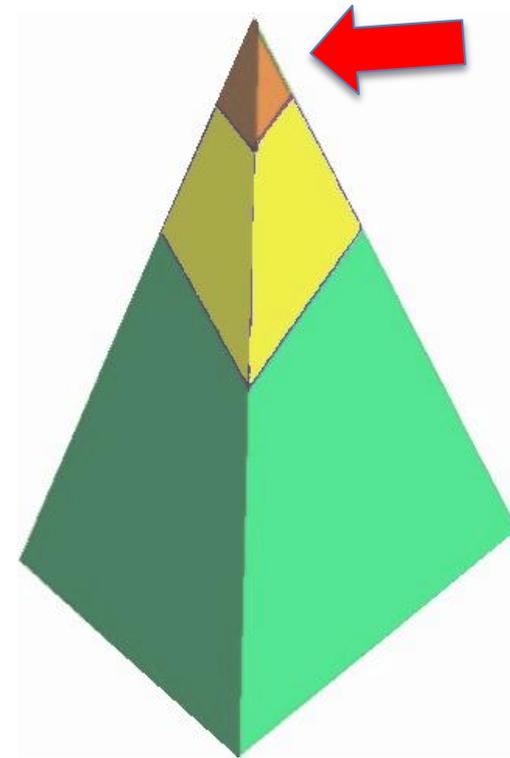


# Communication & Connection: At Risk or Alienated Students

*“And all we asked was that an adult would meet with these kids once a week... I would have lunch with this child and we would play chess and we would talk and he would share things that were going on in his life... We saw that were making progress with these kids because really a lot of these kids didn't have anyone who really took an interest in them.”*

# Are There Alternatives to Disciplinary Removal?

- **Creating the Climate**
  - Bullying Prevention
  - Conflict Resolution/Life Skills
  - Classroom Management
- **Early Identification/Intervention**
  - Check and connect
  - Mentoring, Anger Management
- **Effective Responses**
  - Functional Assessment
  - Restorative Justice
  - In-School Alternatives



# Creative Options for Challenging Students: At School

*“One comes in from 6 to 2 and the other from 10 to 6 and in that cross they meet with the student and if necessary, go to a class with the student they’re having particular trouble in...”*

*The program has been very successful. Our suspension rate the first year we implemented it dropped 50%.”*

# Creative Options for Challenging Students: In the Community

- **Boys & Girls Club, Wayne County**
  - Schools fax work for suspended students.
  - Conflict Resolution, speaker programs.
- **Hamilton Centers**
  - Collaboration with courts, DFC.
  - 97% completion rate for students in program.
- **Allen County Youth Services Program**
  - SOCAP: Case Facilitator assigned.
  - Students Out of School (SOS): Students have performed over 5000 hours of community service.

# The Difficulty of Talking about Race

*“When you say minorities, are you, what are you speaking of?...”*

*[INTERVIEWER: Ethnic and racial minorities]*

*...Oh....OK...Alright...We have like...I guess we have about half and half. I don't know that I've ever really paid attention to it .”*

*-- Classroom Teacher*

# What is Our Theory?

- Poverty?
- Deficits in classroom management?
- Negative community influences?
- Lack of cultural competence?
- Negative peer culture?
- Historical discrimination?

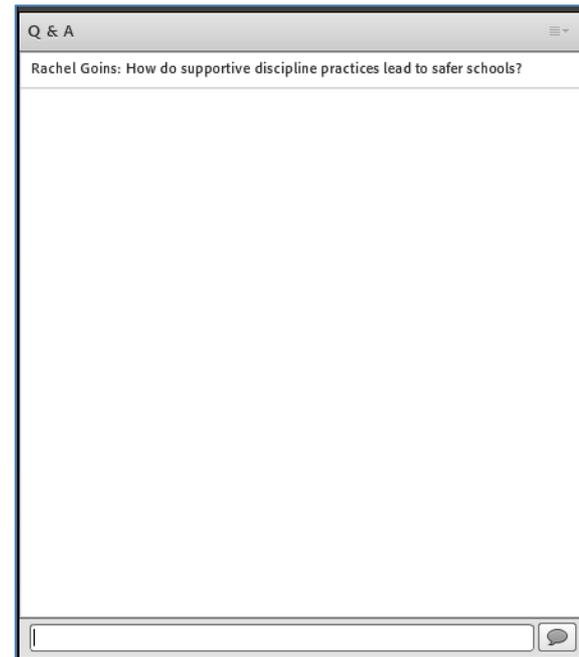
# A Blueprint for Changing Discipline

- Look at the data.
- Expand the options at *all* levels.
  - Teach our kids how to get along.
  - Re-connect alienated children and youth.
  - Pre-planned responses to disruption/violence.
- When race is the issue, address the issue of race.

# Websites

- APA Zero Tolerance Report  
<http://www.apa.org/pubs/info/reports/zero-tolerance-report.pdf>
- “Suspended Education”  
<http://splcenter.org/get-informed/publications/suspended-education>
- Equity Project at Indiana University  
<http://ceep.indiana.edu/equity>
- Educational Researcher Series  
<http://edr.sagepub.com/content/vol39/issue1/>

# Questions?



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# WHEN DID MAKING ADULTS MAD BECOME A CRIME?

## THE ROLE OF THE BENCH, BAR, POLICE, AND SCHOOLS IN DISMANTLING THE SCHOOL-TO- PRISON PIPELINE

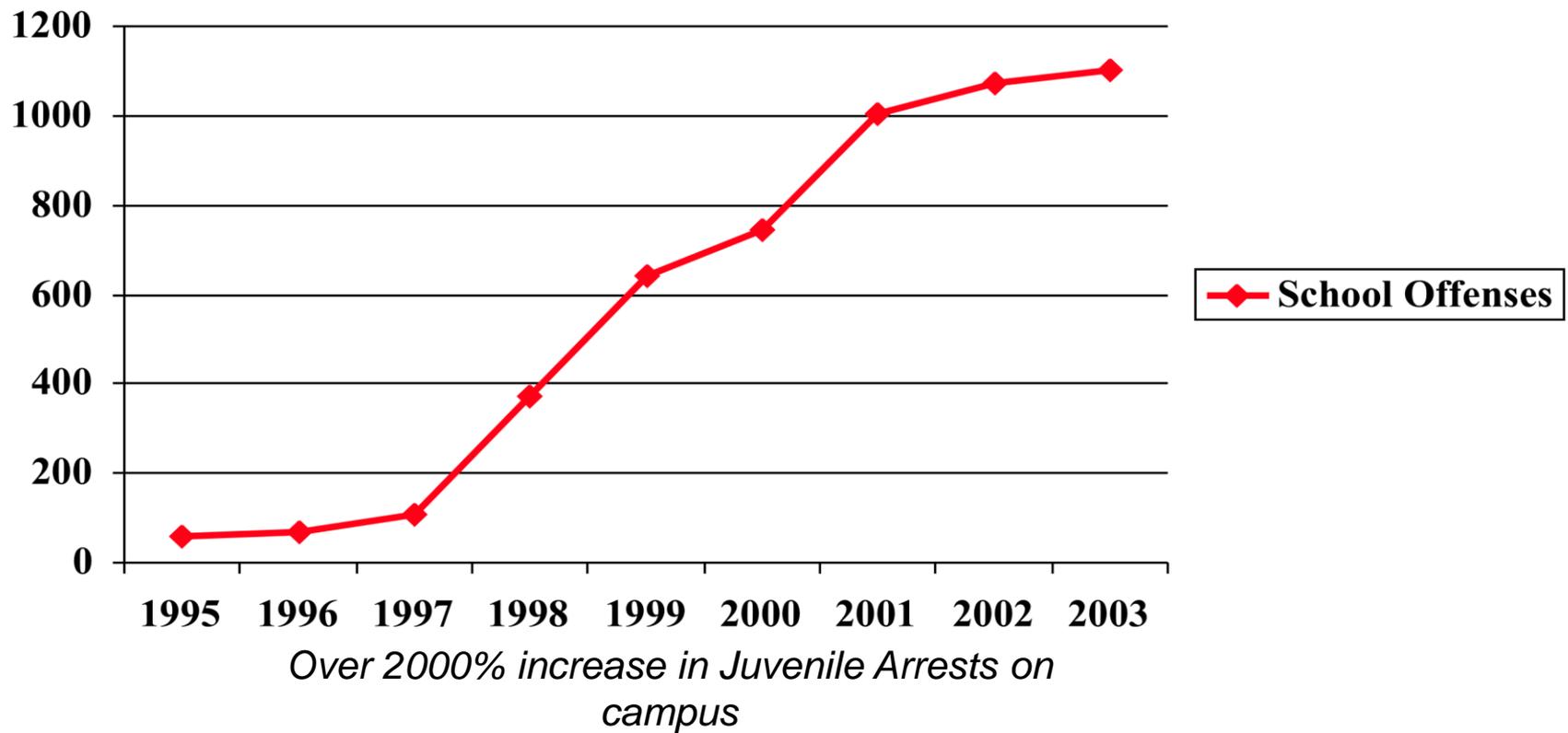


Honorable Steven C. Teske  
Chief Judge,  
Juvenile Court of Clayton  
County, GA

# A System Strained

- Prior to 2003, in Clayton County, there was a non-system
- 1,248% increase in juvenile complaints
- Unmanageable caseloads
- High recidivism rates
- Graduation rates at an all-time low

# Impact of Zero Tolerance on School Campus



# Adolescent Brain Research

- The frontal lobe of the brain which filters emotion into logical responses is not developed until age 25.
- Kids are neurologically wired to do stupid things!
- Kids are still under neurological construction.
- Kids are being hard-wired and need positive influences such as school.

# Childhood Trauma: A Pathway to Delinquency

- A lack of maturity can also be impacted by physical and sexual abuse.
- Such abuse can lead to an accumulation of life stressors.
- Resilience may not be positive but could instead mean the development of poor coping skills (callousness, defiance, etc.).

# School Connectedness

- School connectedness is a strong protective factor against delinquency.
- School connectedness is linked to lower levels of substance abuse, violence, suicide attempts, pregnancy, & emotional distress.
- OSS of elementary & middle school students contributes to drop-out rates.

# Research Shows a Strong Link Between Court Referrals and Dropout Rates

- A student arrested in high school is twice as likely to drop out.
- A student who appears in court during high school is four times as likely to drop out.

# The Steps of System Change

- Judicial Leadership
- Identify Stakeholders
- Develop Single Page White Paper
- Meet with Stakeholder Head
- Stakeholder Meetings
- Identify Neutral Facilitator
- Develop Meeting Guidelines (Consensus Building)
- Get it in Writing

# Special Role of Juvenile Judge

*“When parenting fails, when informal community responses are inadequate, our juvenile and family courts provide the state’s official intervention in the most serious cases involving children and families. We are the legal equivalent to an emergency room in the medical profession. We intervene in crises and figure out the best response on a case-by-case, individualized basis. In addition, we have to get off the bench and work in the community. We have to ask these agencies and the community to work together to support our efforts so that the orders we make on the bench can be fulfilled. We have to be the champions of collaboration.”*

*-- Judge Leonard P. Edwards, “The Role of the Juvenile Court Judge Revisited,” Juvenile and Family Court Journal, Winter 2005*

# Judge as Convener

- The role of the judge in launching this first step is a potentially powerful one.
- Judges are uniquely able to bring people to the table.
- The court provides a neutral environment in which key stakeholders can work together.
- As a practical matter, juvenile judges can begin this process by finding supporters from outside the judicial system who share the view that the court should convene all the players and encourage collaboration.

# Stakeholders

- Law Enforcement
- Schools
- Mental Health
- Social Services
- NAACP
- Parent
- Youth
- Court
- Prosecutor
- Defender

# White Paper

- Data
- Research around school and community safety and graduation rates
- Stakeholder Expertise
- Meeting Process
- Protocol & Sustainability
- Keep it short

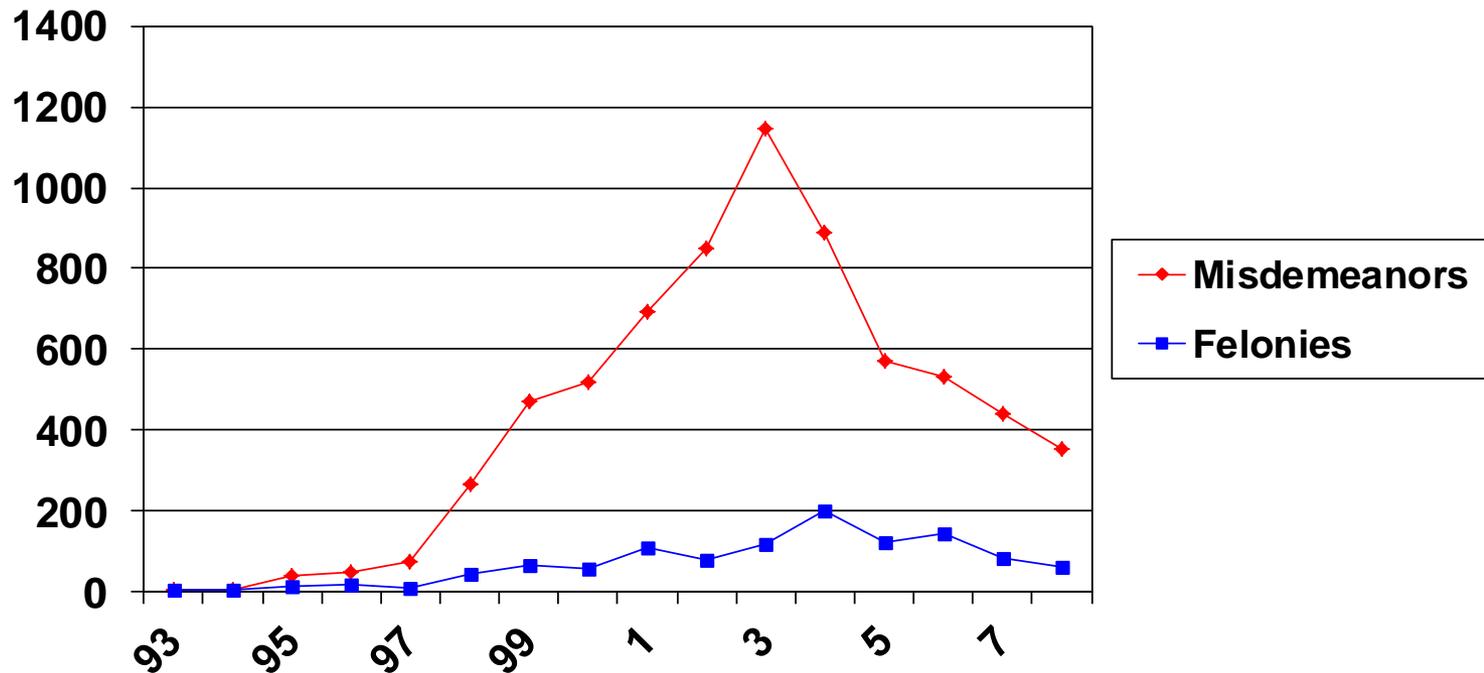
# School Offense Protocol Agreement

- Focused Acts: Affray (school fights), DPS (disrupting public school), DC (disorderly conduct), Obstruction
- First Offense = Warning
- Second Offense = Referral to Workshop
- Third Offense = Complaint Filed



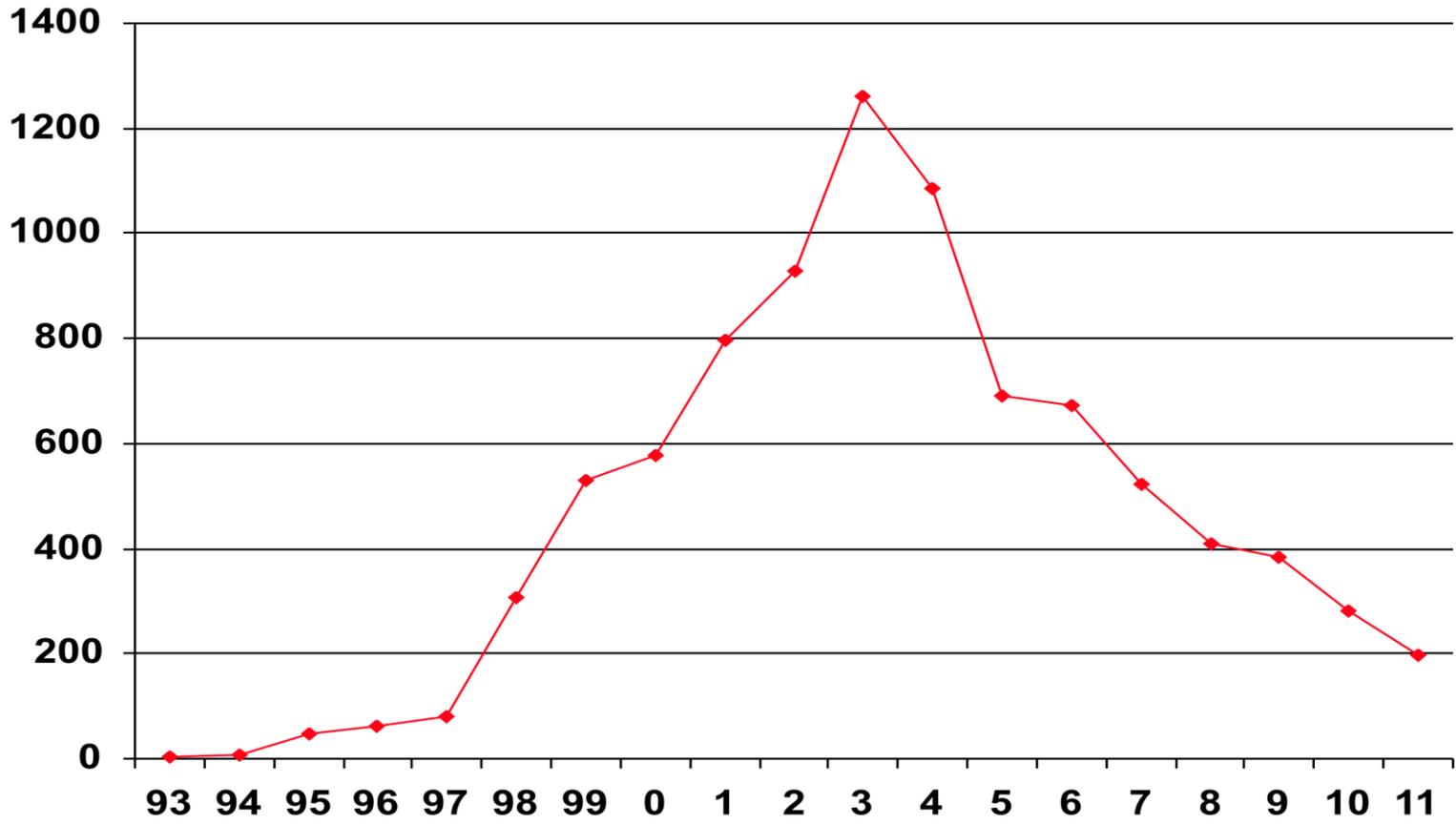
*School Offense Agreement Signed by all Police Chiefs, School Superintendent, Juvenile Judges, DFCS Director, and other partners on July 8, 2004*

# Change in Referral Rates Over Time



*Line graph showing the increase in referrals after police placed on campus and the decrease after the protocol became effective in 2004.*

# Total School Offenses (Misdemeanors and Felonies)



SRO's after periodic reviews requested a "Level" box to reflect the use of their discretion to issue another warning or referral in lieu of the next step.

SRO's also requested the discretion to make a variety of referral, or take other action.

**COUNTY OF CLAYTON  
UNIFORM NOTICE OF OFFENSE  
SCHOOL RESOURCE OFFICER**

Upon \_\_\_\_\_  
Month \_\_\_\_\_ (Day) \_\_\_\_\_ (Year) \_\_\_\_\_ at \_\_\_\_\_

a.m.  
 p.m.

Name \_\_\_\_\_ DOB \_\_\_\_\_  Male  
 Female

Grade \_\_\_\_\_ Location \_\_\_\_\_ School \_\_\_\_\_

Parent/Guardian \_\_\_\_\_ Address \_\_\_\_\_

Home Phone \_\_\_\_\_  
Other Phone \_\_\_\_\_

Offense \_\_\_\_\_  
In violation of Code Section \_\_\_\_\_  
Remarks \_\_\_\_\_

**LEVEL**

**WARNING:**  
You are hereby warned for the above-cited offense in violation of the laws of the State of Georgia and the code of conduct of the Clayton County Public School System. You are further warned that conduct involving certain focused acts that include fighting, disorderly conduct, obstruction of a police officer (failure to obey the lawful commands of a police officer), and disrupting the school may result in other action that may include attendance by the student and parent in a school conflict education class, mediation, or other program (failure to attend will result in the filing of delinquent charges against the student in the juvenile court) or filing of a complaint in juvenile court if the student has already attended such a program or if the conduct involves a felony or a non-focused misdemeanor act. A copy of this Warning will be sent to your parent, guardian or custodian and kept on file in the school office. You must conduct yourself in a manner required by the code of conduct provided to you and your parent, guardian or custodian and by the laws of the State of Georgia or you will be subject to further action.

**REFERRAL:**  
You have been cited for the above offense and you and a parent, guardian or custodian will be referred to a program indicated below and sponsored by the Juvenile Court of Clayton County. You are being referred because you have previously been cited for a similar delinquent act and named or the officer considers your conduct after investigation to constitute an act of "bullying" and immediate action to address your conduct is required. This referral will be sent to your parent, guardian or custodian, the Juvenile Court of Clayton County, and kept on file in the school office. This referral does not constitute a formal complaint to the juvenile court, but will be used by the court to arrange for your attendance at the program as indicated below. Failure to respond to the court or attend the program as instructed will result in formal action brought against the student by the filing of the above-cited offense in the juvenile court.

You and your parent, guardian or custodian are referred to :  
 School Conflict Education Workshop  
 Mediation  
Other \_\_\_\_\_

**SCHOOL USE ONLY**  
Parent notified by:  
 Phone  In person  Mail  
Date of Notice \_\_\_\_\_

**STUDENT ACKNOWLEDGEMENT AND RECEIPT:** The undersigned hereby acknowledges service of this Warning/Referral and receipt of copy of same.  
SIGNATURE \_\_\_\_\_

**SRO CERTIFICATION:** The undersigned has just and reasonable grounds to believe, and does believe, that the student named herein has committed the offense set forth  
SIGNATURE \_\_\_\_\_ Badge # \_\_\_\_\_

Original-SRO      yellow-school      pink-student      Juvenile Court Fax-770-472-8192

*“Schools are a microcosm of the community.”*

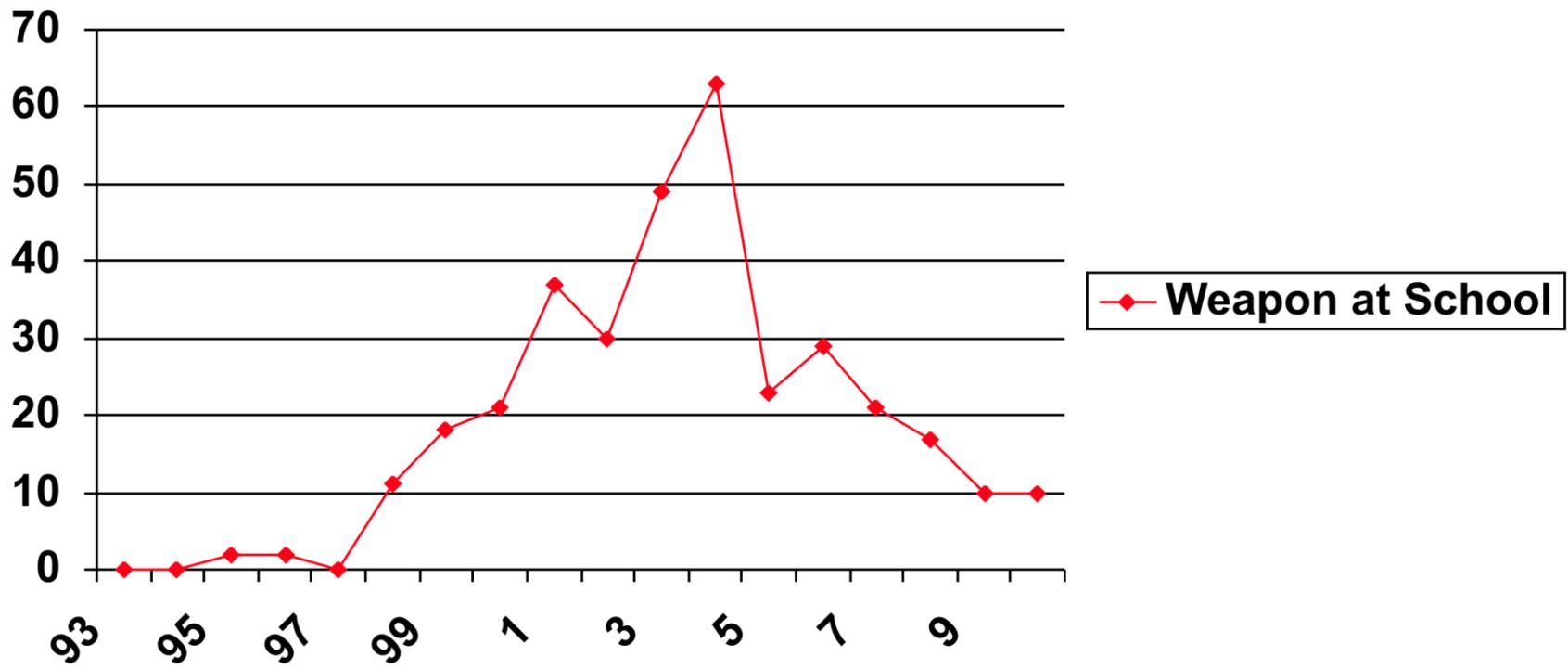
*-- Sgt. Marc Richards, Supervisor, SRO Unit,  
Clayton County Police Department*

# Allegory of the School

*By: Officer Robert Gardner, Clayton County Police*



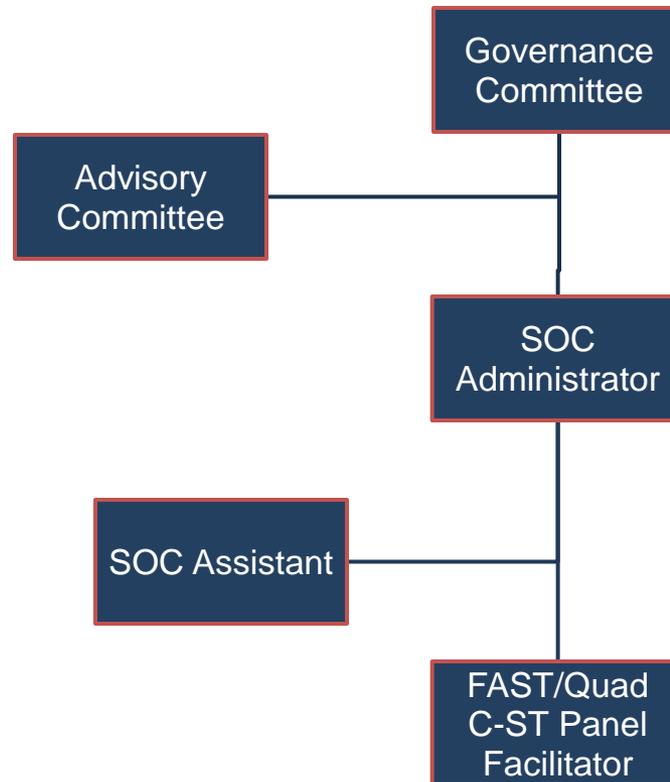
# Protocol Increases Police Intelligence



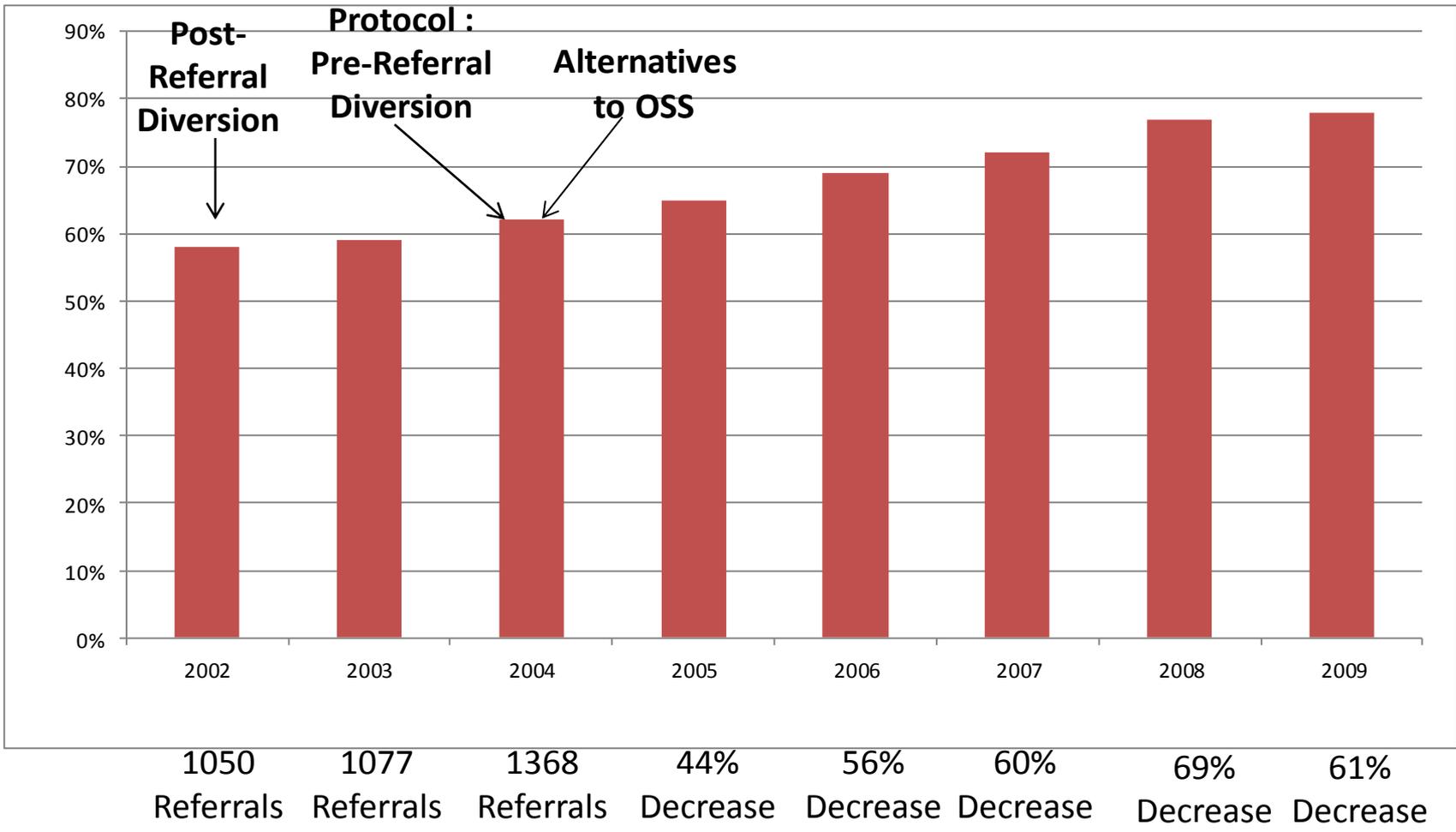
# The Research



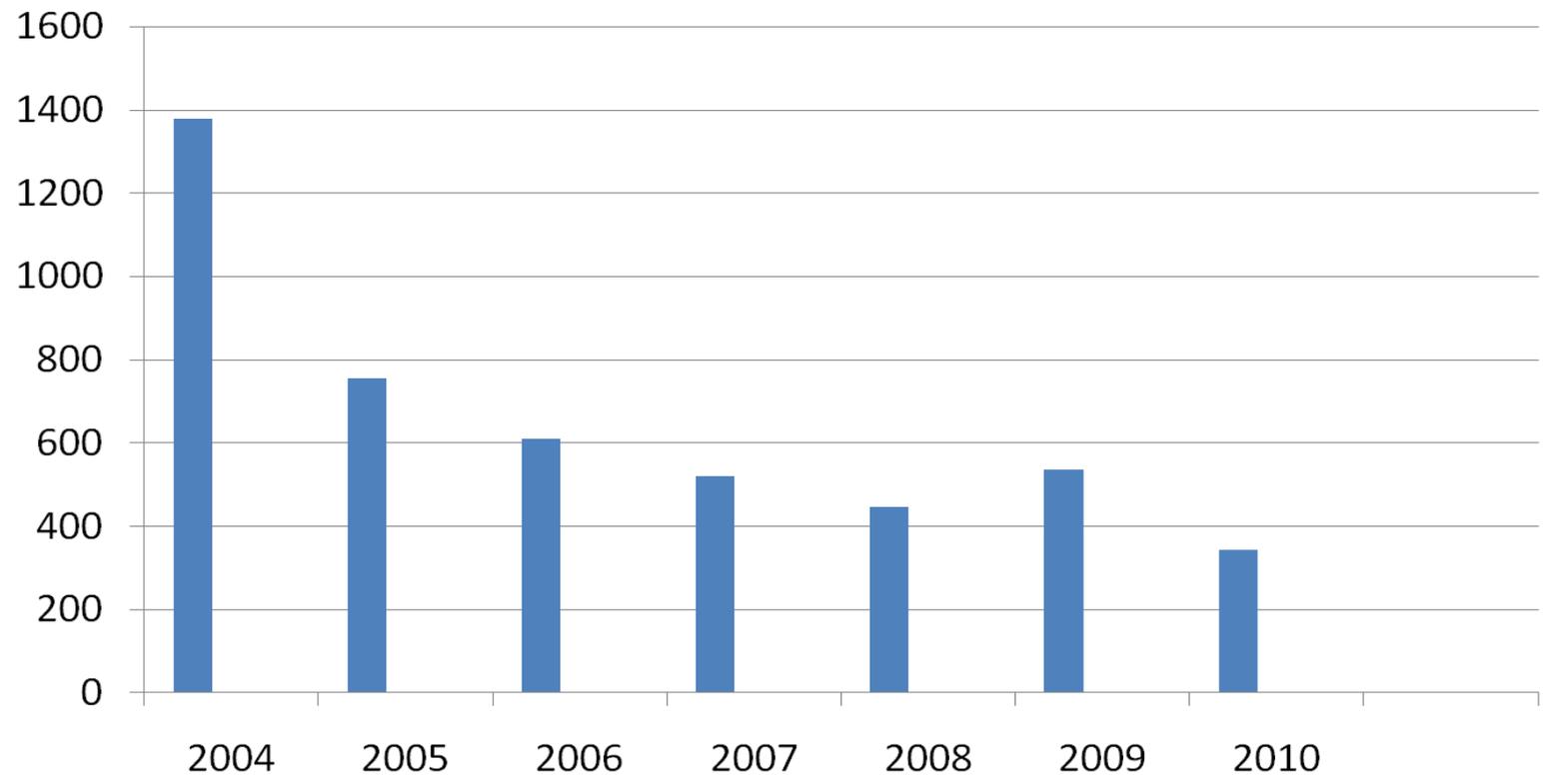
# Multi-System Integrated Services Governance Structure



# Graduation Rates



# Referral by Youth of Color



# JDAI's\* Effect in Clayton County

2012 data as compared to the same measures in 2002

- 70% decrease in average daily detention population (ADP)
- 64% reduction in ADP of minority youth
- 43% reduction in average length of stay
- Felony re-arrest (prior to adjudication) of less than 1%
- 43% fewer commitments to state custody
- 40% fewer commitments of minority youth
- 67% reduction in formal petitions

\* Juvenile Detention Alternatives Initiative

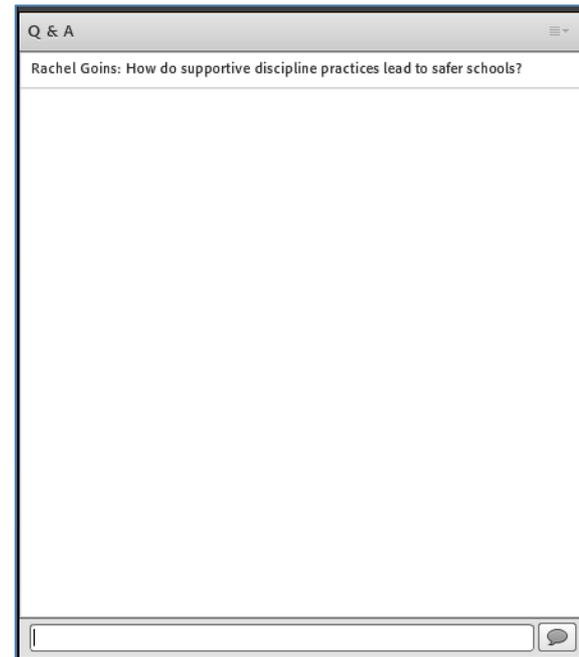
# Defending Against A School Referral Case

- Is the delinquent child defined?
- Did the school take corrective action?
- Did the parents take correct action?
- Does the school have the ability to address the underlying problem?
- Do the parents have the resources to address the underlying problem?

# Replication Sites

- Birmingham, AL
- Connecticut
- Indiana
- Columbus, OH
- Kenton County, KY
- New Orleans, LA
- Wichita, KS
- Sioux City, IA
- Los Angeles, CA
- Jefferson Parrish, LA
- Macon, GA
- Baltimore, MD

# Questions?



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# SUSPEND KIDS TO SCHOOL GRANT PROGRAM, WACO ISD1



John E. Hudson  
Supervisor of  
Attendance, Truancy,  
Dropout Prevention and  
Recovery; Waco ISD;  
Waco, Texas

# Suspend Kids to School Grant Program, Waco ISD

A collaborative effort of Waco ISD  
and  
The Governor's Office,  
Division of Criminal Justice



# Part III: Waco, Texas Case Study

- 1 Why Waco? Data driving our participation.
- 2 Program design to address concerns.
- 3 Results of our efforts.
- 4 Lessons learned that may inform others.

## Why Waco ?

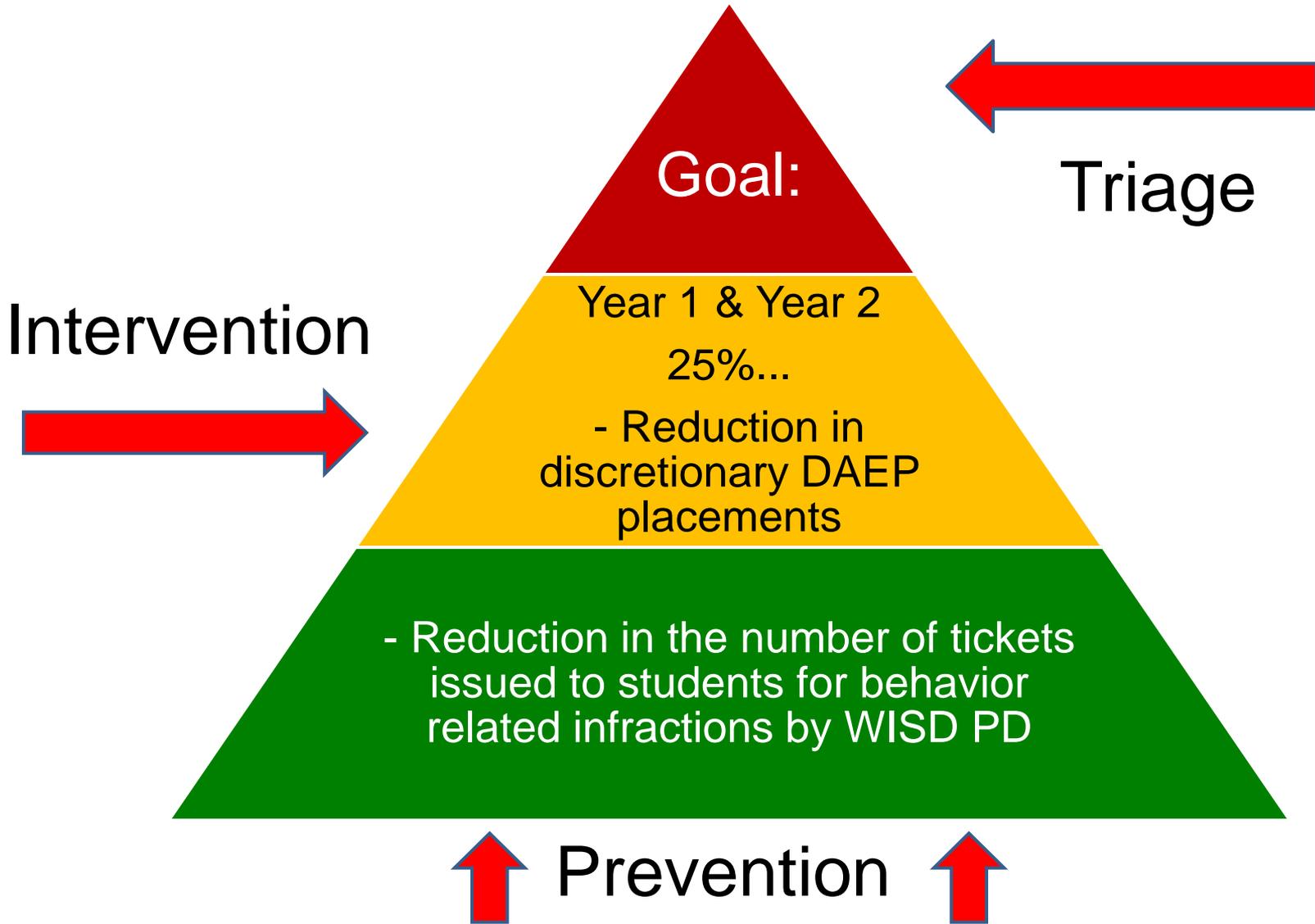


- Students involved in discipline incidents = 2X state average
- Individual students experienced discipline contact = 3X state average

## Why Waco ?



- In 2006-2007, WISD Police Department issued 1070 Tickets.
- (Tied for 2<sup>nd</sup> highest rate in state.)
  - 2007-08 = 939
  - 2008-09 = 746
  - 2009-10 = 873
- Discretionary removals to Disciplinary Alternative Education Placement was among the highest by proportion in state.



# Program Initiatives

## Triage

- Parent/Student Education Diversion Program
- Teen Court
- Restorative Justice

## Intervention

- Peer Mediation
- Conflict Resolution
- Peer-to-Peer Mentoring

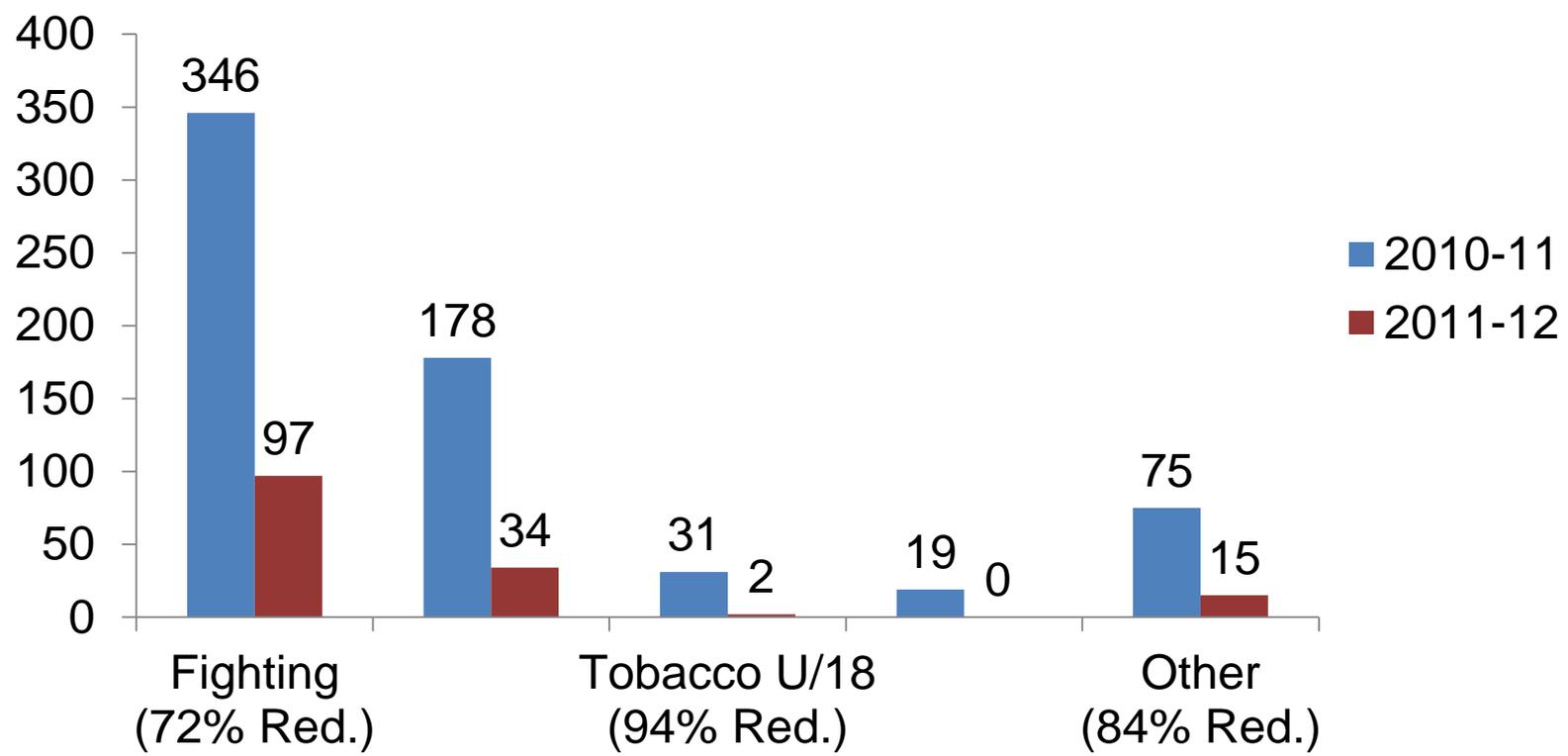
## Prevention

- Safe School Ambassadors
- Improved Instruction
- Improved Classroom Management
- Improved School Climate

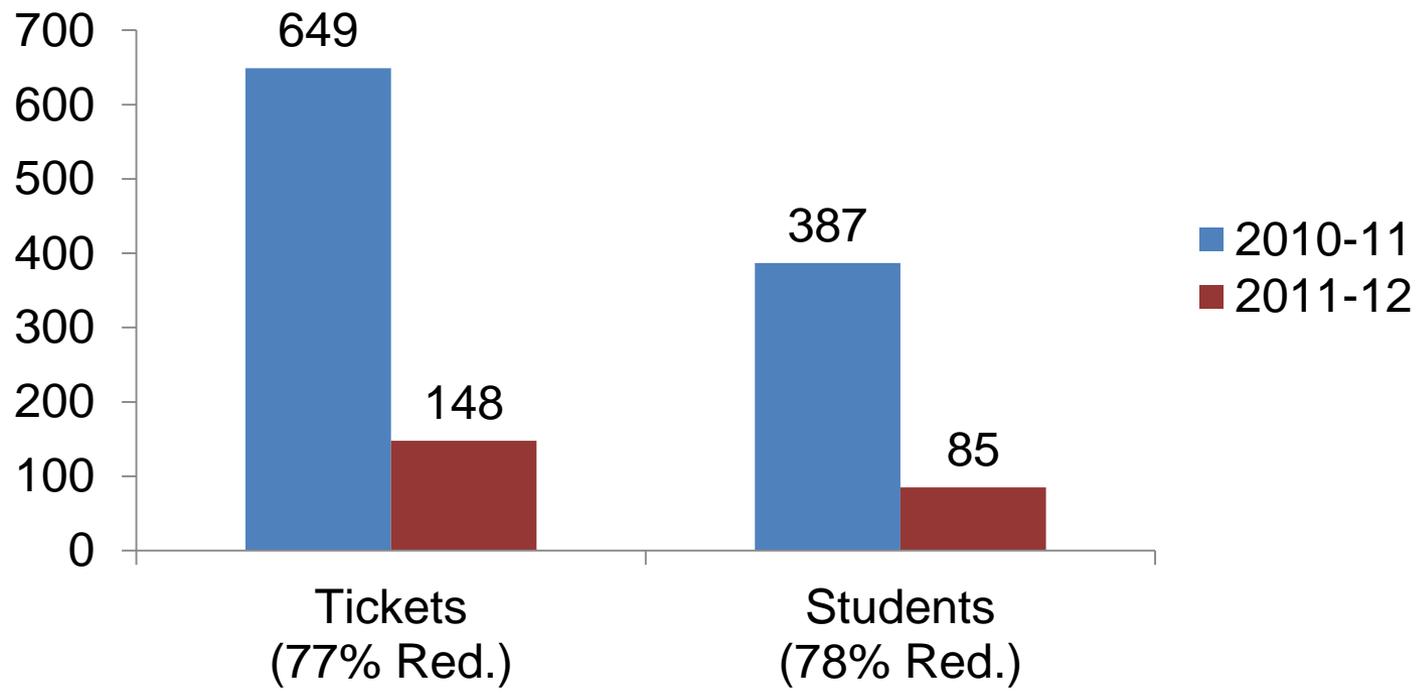
# Strategies: WISD Police Department Response

- Written Ticketing Policy
- Diversion to Ticketing Alternatives
- Re-Thinking Officers' Role
- Police Officer Training
- Change in School-Based Law Enforcement Culture

# Results: Types of Violations Ticketed



# Results: The Big Picture



# Results

- Safe School Ambassadors = 394
- Trained Peer Mediators = 166
- Teen Court Adjudicated Cases = 40
- Parent/Student Diversion Class Referrals = 156
- Parent Graduates = 80
- Student Graduates = 80

# Training and Skill Building Participants

Roles	Safe School Ambassadors	Professional Development: Instruction, Classroom Mgt., & Climate	Peer Mediation Peer Mentoring	Parent/ Student Education & Diversion	Teen Court
Administrators	X	X	X		
Teachers	X	X	X	X	X
Students	X		X	X	X
SROs		X	X		X
School Security		X	X		X
Parents				X	

# Lessons Learned

- Building Level Buy-In is an Essential First Step
- Commitment to Changing School Climate
  - Utilize consultant/facilitator to assess culture and recommend design and strategic implementation.
- Necessary Professional Development:
  - Restorative Justice
    - (Administrators & Classroom Teachers)
  - Conflict Resolution
  - Classroom Management vs. Discipline

# Lessons Learned

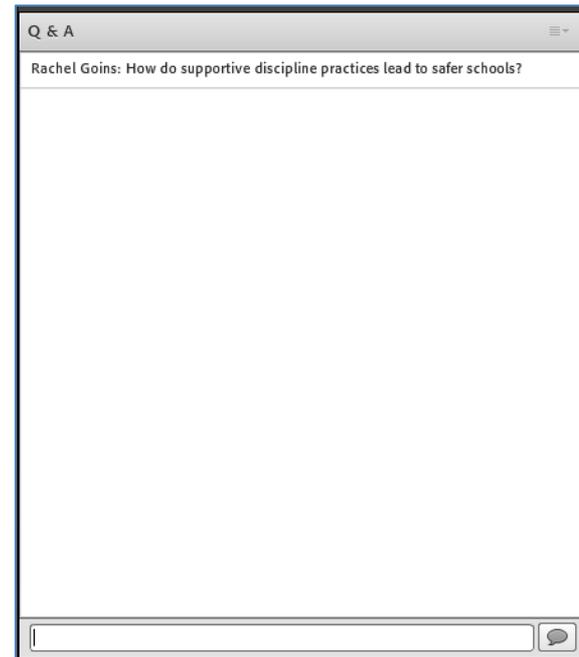
- Implement an Early Warning System Tool.
- Utilize an impartial Hearing Officer.
- A district will reflect the philosophy of the superintendent, and . . .
- A school will reflect the philosophy of the principal regarding student discipline.

Punishment, Zero Tolerance  
vs.  
Restorative Practices

# Partners

- Governor's Office, Division of Criminal Justice
  - Waco Justice Courts
  - Waco ISD Police Department
    - CRU Institute
    - Community Matters
- Public Policy Research Institute of Texas A & M

# Questions?



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# Next Supportive School Discipline Webinar Series Event

## Supportive School Discipline Webinar Series: **Alternatives to Traditional School Discipline: The Multi-Tiered Behavioral Health Prevention Framework**

- **Date:** January 23 | 4:00-5:30 pm ET
- **Registration:**  
<http://safesupportivelearning.ed.gov/index.php?id=9&eid=1673>

# Resources

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